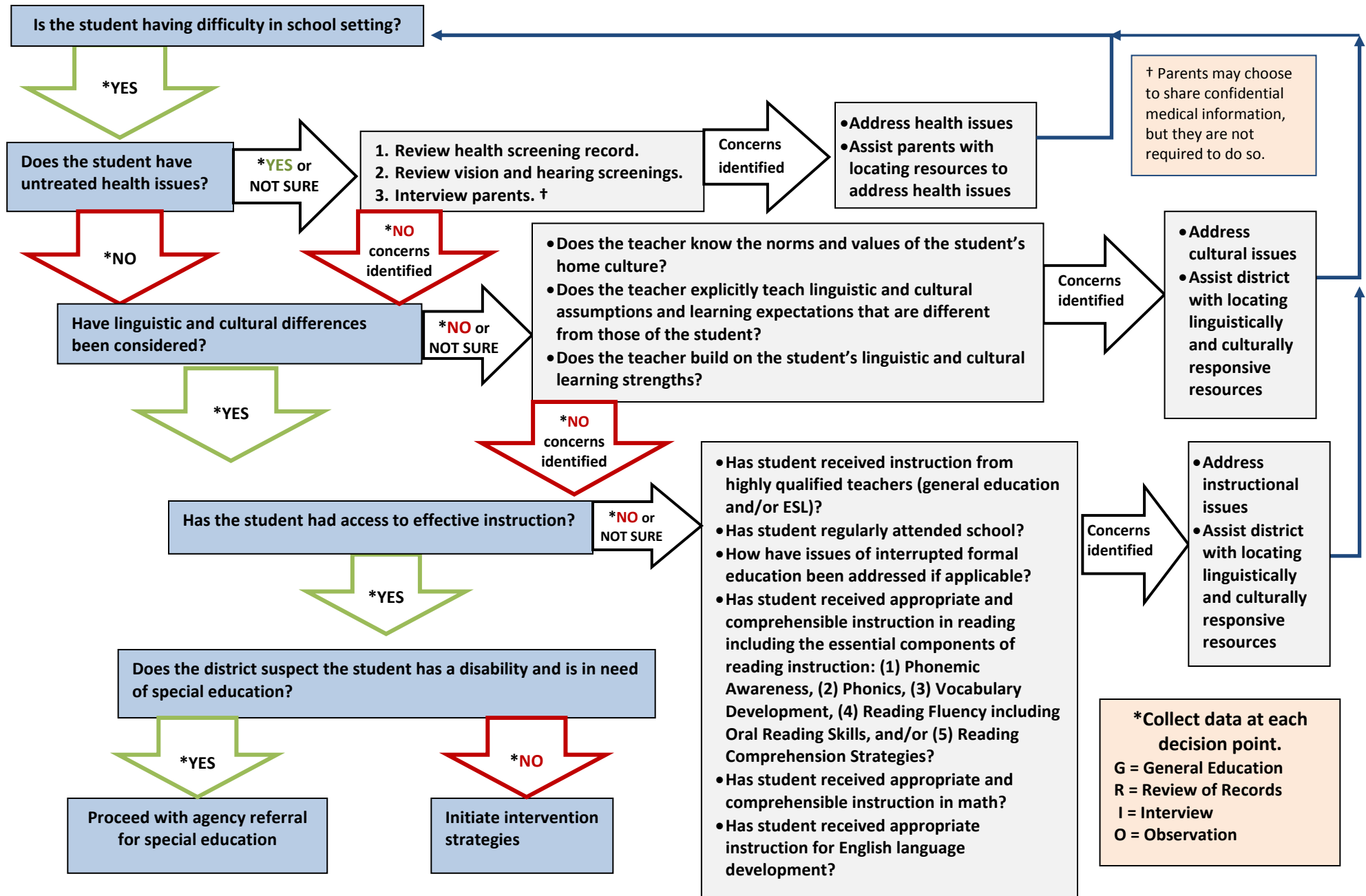


## Step I: Consideration of Factors that May Impact Academic Success for ELLs



## Step 2: Initiate Intervention Strategies

It is crucial that all data collected be considered when determining interventions. Use of the data during the intervention process will help ensure an appropriate intervention for ELLs. It is important that the team recognize the potential need for involving specialized personnel and/or curricula during the intervention process, particularly when considering the need for an increase in the frequency, duration, and intensity of interventions. After considering intervention data, the team must answer the post-intervention questions below.

Interventions for ELLs should:

- Be comprehensible and culturally responsive (Banks, 2005; Bialystock, 2001).
- Actively engage students in contextualized and authentic language use (Bialystock, 2001; Lightbown & Spada, 2003).
- Facilitate transfer of concepts, language, and skills across contexts and languages (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).
- Be provided at the student's English language proficiency level (Bialystock, 2001; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Paradis, 2011).
- Employ the students' conversational and academic proficiency in home language(s) and English (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).

**Source:** *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI<sup>2</sup>) for English Language Learners* (2013) Board of Regents of the University of Wisconsin System. [www.wida.us](http://www.wida.us)

### POST INTERVENTION QUESTIONS

(1) Does data show that intervention was successful to address the student's difficulty?

**YES: continue the intervention**  
**NO: proceed to question 2**

(2) Does data suggest there is a reason to suspect the student has a disability and is in need of Special Education services?

**YES: proceed with agency referral for special education**  
**NO: use data from previous intervention to develop new intervention**

Continue using appropriate interventions until data suggest there is a reason to suspect an educational disability or the difficulty the student is experiencing is resolved.